

## Universal Provision



This what staff at Radford provide for all pupils

All pupils will be:

- Supported by the school 's pastoral systems
- Encouraged and supported to achieve their full potential in all aspects of school life
- Supported in a safe, happy and purposeful environment
- Able to access an enriched curriculum that incorporates different learning styles in all subject areas
- Supported through differentiation
- Supported to ensure that they are making progress which is monitored and tracked within school
- Encouraged to be actively engaged in their learning
- Offered a varied range of clubs and extra-curricular activities
- Able to access further support should a need be identified
- Taught by staff who have information on the nature and degree of pupil's specific needs

## SEND Support

For children who need additional support, these are some of the support systems currently being offered at Radford.

For children who need support with their Learning:-

- Adult in class support
- One-to-one support / small group support
- Literacy and numeracy intervention programmes
- Use of ICT software (laptops)
- Identified quiet areas for working
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Writing aids e.g pencil grips
- Provision maps (an outline of support and short term targets)



- Liaison with Local Authority external agencies e.g Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies

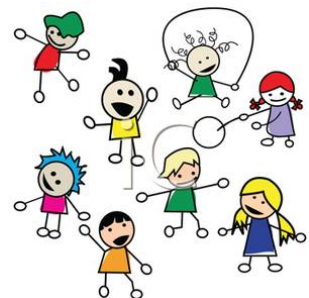
### For children who have Communication and Interaction needs:

- Adult in class support
- One-to-one support / small group support
- Literacy and numeracy intervention programmes
- Use of ICT software (laptops)
- Identified safe/quiet areas area
- Daily meet and greet
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps (an outline of support and short term targets)
- Liaison with Local Authority external agencies e.g Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies



### For children who need support with Social, Mental and Emotional Health difficulties

- Adult in class support
- One-to-one support / small group support
- Identified safe/quiet/calming area
- Daily meet and greet
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support



- Provision maps (an outline of support and short term targets)
- Access to counselling service
- Liaison with Local Authority external agencies e.g Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies

### For children who have Sensory and / or Physical Needs:

- Adult in class support
- One-to-one support / small group support
- Identified staff provided with training from specialists eg, physiotherapy / sensory teachers
- Writing aids e.g pencil grips
- Use of ICT software (laptops)
- Identified safe/quiet/calming area
- Additional support in practical lessons, eg PE
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps (an outline of support and short term targets)
- Extra time for completion of tasks
- Liaison with Local Authority external agencies e.g Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies
- Reasonable adjustments made to aid learning eg, modified language, enlarged resources.
- Reasonable adjustments made to the school environment, eg, hand rails, door handles, marking steps.
- Personalised evacuation plan and risk assessment

